



**Talent Development Council
Data and Accountability - Workgroup #4
Wednesday, October 23, 2019
1:30 p.m. – 3:00 p.m.**

- I. **Welcome and Announcements; Chair Mark Wilson, President & CEO, The Florida Chamber of Commerce**
- II. **Roll Call; Talent Development Council Staff**
- III. **Approval of Minutes; Chair Mark Wilson, President & CEO, The Florida Chamber of Commerce**
- IV. **Business Community Testimonial of Florida Skills Gap; Reinhold Schmieding, Founder & President, Arthrex, Inc.**
- V. **Discussion of Proposed Work Plan and Statutory Requirements; Chair Mark Wilson, President & CEO, The Florida Chamber of Commerce**
 - a. Identify Florida’s fastest-growing industry sectors and the postsecondary credentials required for employment in those industries.
 - b. Identify Florida’s fastest-growing industry sectors and the postsecondary credentials required for employment in those industries.
 - c. Identify common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the SAIL to 60 Initiative under s. 1004.013 can provide coordinated cross-sector support for the strategic plan.
- VI. **Public Comment; Talent Development Council Staff**
- VII. **Next Steps and Adjourn; Chair Mark Wilson, President & CEO, The Florida Chamber of Commerce**



FLORIDA TALENT DEVELOPMENT COUNCIL

Meeting Minutes

Group 4: Data and Accountability

Monday, October 21

1:30 pm – 2:30pm

Roll Call

Members Present:

Mark Wilson, Workgroup Chair
Emily Sikes

Bob Boyd
Adriane Grant

Bob Ward

Others Present:

- Steven Birnholz
- Steve Collins
- Robin Colson
- Adrienne Johnson
- Jessica Kummerle
- Kimberly Lent
- Tara McLarnon
- Heather Reingold
- Joel Schleicher
- Paul Stonecipher
- Elizabeth Winslow
- Shanna Autry
- Brandon Brown
- Andra Cornelius
- Warren Davis
- Michelle Dennard
- Eired Eddy
- Brianna Garcia
- Candice Grause
- Kathryn Hebda
- Carrie Henderson
- Art Hoelke
- Pam Johnson
- Robin King
- Ken Lawson
- Laurie Meggesin
- Carmen Mims
- Keantha Moore
- Allen Mortham



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- Bill Mallowney
- Elisia Norton
- Robert O’Leary
- Representative Rene Placencia
- Zachary Reddick
- Richard Reeves
- Peter Ring
- Mike Sfiropoulos
- Angela Shave
- Thomas Skinner
- Sharon Smoley
- Tara Goodman

Department of Economic Opportunity Support Staff Present:

- Katie Crofoot Liebert
- Nicole Duque
- Katherine Morrison
- Emilie Oglesby
- Monica Rutkowski
- Megan Moran

Introduction: Welcome and Opening Remarks

- Mark Wilson welcomed workgroup members and gave opening remarks.
- Joel Schleicher gave additional opening remarks.

Discussion

- Katie Crofoot Liebert reviewed a PowerPoint presentation (**attached**) outlining the purpose and expectations of the workgroups.
- Mark Wilson opened for discussion.
- Discussion topics among workgroup members included:
 - Is there an existing comprehensive framework or schematic of data that links talent supply, targeted industries, occupations, etc.?
 - Adrienne Johnson from the Department of Economic Opportunity gave an overview of some of the data currently available; there is no current comprehensive framework in place. Creating one is not a simple task and will not be quick; however, it is doable as a long-term strategy.
 - Adrienne Johnson suggested beginning work on a matrix to capture macro-level data with the intention of continuing to work on it through 2020. The workgroup can start at the macro-level and then dive further into the details in 2020. Adrienne said to consider how we measure outcomes.



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- Elizabeth Winslow mentioned that there are available data from the talent supply side.
- Assessing the current data standards across data reports and using those standards. An example of a current data report given was the Unified State Plan.
- Are businesses training their own talent? If so, what is their reason?
 - Two possible reasons were mentioned: (1) Lack of qualified candidates or (2) Lack of awareness or misconceptions by businesses of available training resources.
- Katie Crofoot Liebert reminded that workgroup that if there are items that cannot be completed between now and December, they can still become a strategy to be implemented in 2020; this includes items like creating a comprehensive framework for data.
- Next Steps:
 - Mark Wilson will reach out to the Florida Economic Development Council (FEDC).
 - Workgroup members will develop guiding questions to address strategic plan deliverables (a), (f) and (g) from section 1004.015(4), Florida Statutes.
 - Department of Economic Opportunity will organize the assessment tool around (a), (f) and (g).
 - Workgroup members will provide an inventory of the metrics/benchmarks/data that they use that works toward achieving the statewide attainment goal of 60% and can be utilized for a framework.
 - Workgroup members will provide list of other stakeholders that should be on future calls.

Public Comment

Katie Crofoot Liebert opened for comment.

Closing

Mark Wilson gave closing remarks.



Agenda

Roll Call

Introduction

Workgroup Overview: Purpose & Expectations

Discussion

Public Comment



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Workgroup Overview

Purpose & Expectations



Purpose & Timeline

- The Florida Talent Development Council (FTDC) is charged with providing a strategic plan by December 31, 2019.
- The strategic plan must address specific deliverables outlined in statute.
 - Section 1004.015(4)(a)-(h), Florida Statutes
- The FTDC has tasked five workgroups to provide recommendations by November 20, 2019.
- The workgroups will focus on developing goals and strategies that address their assigned deliverables.



Goals and Strategies

Goal

Each workgroup will develop goals for their Strategic Priority. Goals are a driving force in the realization of the strategic plan.

Definition:

A broad statement describing a desired future condition or achievement. The goal responds to identified needs or problems and states the ultimate mission or purpose of the program or collaborative.

Strategies

Each workgroup will identify a set of strategies that will collectively contribute towards the progress of the goals.

Definition: Strategies describe how objectives will be accomplished. Strategies can be used to develop programs and activities that enable the organization to pursue the objectives.

Types of Strategies:

- **Short Term/Quick Win:** Expect implementation and outcomes in next 6 months to 1 year.
- **Long Term:** Expect implementation and outcomes over 1+ years.
- **Policy:** Pursued and implemented over any time period, at local, regional or state, legislative or executive levels.
- **Learning Strategy/Prototype:** Expect implementation and outcomes over next 12 months. Opportunities to test a strategy in a targeted manner to learn and inform future strategies.



Tools

Assessment Tool

This tool provides a starting point for assessing data and information, so that the current status of Florida's workforce and education systems can be determined and needs/gaps identified. The tool is designed to be flexible and customizable to meet the scope of evaluations and analyses of needs.

The tool consists of three parts:

- 1) Guiding Questions and Summarize Findings,
- 2) Identifying and Using Data and
- 3) Identifying Needs and Priorities.

Workgroup Work Plan

The assessment tool will assist workgroups with formatting and organizing goals and strategies for each Strategic Priority. A checklist and timeline are also included so workgroups can keep track of meeting dates, list action items and due dates, assign workgroup members to action items, and monitor the overall progress of workgroup activities.



Expectations

- Each workgroup operates according to Florida's Sunshine Laws. All meetings will be noticed a week prior to the meeting date.
- Minutes from the workgroup's prior meeting will be approved at the beginning of each meeting.
- The opportunity for public comment will be given at the end of each meeting of the workgroup.
- Workgroup members will have access to a Sharepoint page where documents can be accessed and progress can be tracked.

Florida Talent Development Council

Workgroup 4 – Data and Accountability

Discussion of Proposed Work Plan and Statutory Requirements



FLORIDA
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of Commerce

Statutory Requirement A

Statutory Requirement: A) Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries.

Guiding Questions

1. Is Business, Educational/Training Institutions and the State Government Aligned?
2. Do postsecondary credentials awarded by Florida postsecondary institutions align with high-demand employment needs and job placement rates?
3. ???
4. ???

Enterprise Florida's 8 Targeted Industries



Florida Department of Economic Opportunity's Employment Projections

	NAICS Title	2018	2026	Growth	Percent Growth
1	Education and Health Services	1,334,560	1,560,865	226,305	17.0
2	Professional and Business Services	1,365,608	1,549,414	183,806	13.5
3	Construction	540,209	609,239	69,030	12.8
4	Leisure and Hospitality	1,238,989	1,372,631	133,642	10.8
5	Self Employed and Unpaid Family Workers, All Jobs	626,298	692,826	66,528	10.6
6	Other Services (except Government)	357,985	387,544	29,559	8.3
7	Financial Activities	573,636	620,906	47,270	8.2
8	Trade, Transportation, and Utilities	1,788,402	1,917,561	129,159	7.2

<http://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections>

Statutory Requirement F

Statutory Requirement: F) Identify common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the SAIL to 60 Initiative under s. 1004.013 can provide coordinated cross-sector support for the strategic plan.

Guiding Questions

1. Do the metrics and benchmarks outlined in 2019 HB 7071 adequately measure the goal or are additional metrics needed?

2. ???

3. ???

4. ???

The 2019 Florida Statutes

[Title XLVIII](#)

[Chapter 1004](#)

[View Entire Chapter](#)

K-20 EDUCATION CODE PUBLIC POSTSECONDARY EDUCATION

1004.013 SAIL to 60 Initiative.—

(1) The Strengthening Alignment between Industry and Learning (SAIL) to 60 Initiative is created to increase to 60 percent the percentage of working-age adults in this state with a high-value postsecondary certificate, degree, or training experience by 2030.

(2) The State Board of Education and the Board of Governors shall work collaboratively to, at a minimum:

(a) Increase the awareness and use of:

1. The student advising system established under s. [1006.735\(4\)\(b\)](#).

2. The Complete Florida Degree Initiative established under s. [1006.735\(2\)](#) that facilitates degree completion for the state's adult learners. The Chancellor of the State University System and the Chancellor of the Florida College System shall consult with the Complete Florida Degree Initiative to identify barriers to program expansion and develop recommendations to increase the number of participating institutions and students served by the program. The recommendations must consider, at a minimum, methods for increasing outreach efforts to help students complete the "last mile" by providing financial assistance to students who are within 12 credit hours of completing their first associate or baccalaureate degree, but have separated from their institution of enrollment for more than one semester. Recommendations must be submitted to the Board of Governors, the State Board of Education, and the Governor no later than October 1, 2019.

3. Summer bridge programs at state universities and Florida College System institutions that help students transition to postsecondary education.

(b) Support and publicize the efforts of the Florida College Access Network in developing public and private partnerships to:

1. Increase the number of high school seniors who submit at least one completed postsecondary education application.

2. Increase the number of high school seniors who submit a completed Free Application for Federal Student Aid to receive financial aid to help pay for their postsecondary education expenses.

3. Recognize and celebrate high school seniors for their postsecondary education and career plans and encourage early preparation for college in accordance with s. [1001.43\(14\)](#).

4. Conduct regional meetings with postsecondary educational institutions, business leaders, and community organizations to solve community-specific issues related to attainment of postsecondary certificates, associate degrees, and baccalaureate degrees.

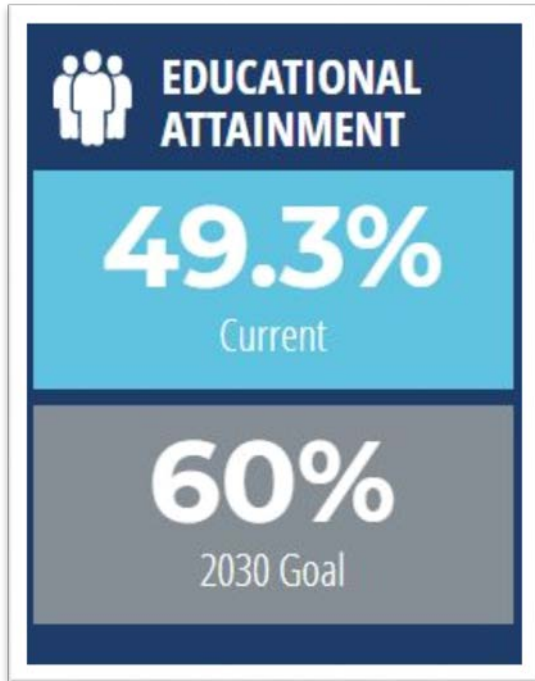
(c) Facilitate a reverse transfer agreement between the State Board of Education and the Board of Governors to award postsecondary education credentials to students who have earned them.

(d) Facilitate the establishment of career pathways agreements between career centers and Florida College System institutions pursuant to s. [1007.233](#).

(e) Develop a systematic, cross-sector approach to awarding credit for prior learning.

History.—s. 17, ch. 2019-119.

TheFloridaScorecard.org



Florida's progress toward the goal

By 2025, 60 percent of Americans will need some type of high-quality credential beyond high school. To count toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. **Florida's attainment rate is 49 percent, and the state is working toward its attainment goal of 55 percent by 2025.**

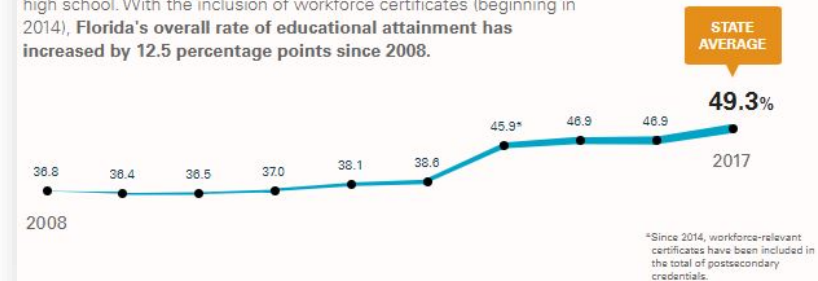
How Florida compares to the nation

Educational attainment in Florida exceeds the national average, but work remains before it reaches 60 percent.



Florida's progress

To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **Florida's overall rate of educational attainment has increased by 12.5 percentage points since 2008.**



<http://strongernation.luminafoundation.org/report/2019/#nation>

Statutory Requirement G

Statutory Requirement: G) Recommend improvements to the consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

Guiding Questions

1. What is the current methodology utilized by the Florida College System of collecting workforce education data?

2. ???

3. ???

4. ???

Florida College System

2018-2020 Strategic Plan Framework

ACCESS

Goal - Ensure all Floridians have equal and equitable opportunities to pursue a postsecondary education at one of our colleges by removing barriers and expanding access.

Strategies

1. Build and sustain pathways and partnerships that support seamless transition from K-12 to the FCS.
2. Engage in targeted, effective outreach activities to high school students and returning adults to encourage enrollment.
3. Expand flexible learning opportunities to support students, including dual enrollment, distance education and non-credit.
4. Adopt strategies to overcome the underrepresentation of minority students to increase enrollments.

Metrics

- Increase high school dual enrollment participation.
- Improve high school dual enrollment course success rates.
- Increase enrollment in college credit courses.
- Increase the percentage of high school graduates enrolling in the FCS.
- Increase enrollment in community education programs.
- Increase the percentage of students enrolling in online/distance learning courses.

AFFORDABILITY

Goal - Maintain affordability – while ensuring quality – by keeping tuition low and ensuring students take advantage of financial aid and other cost-saving resources.

Strategies

1. Stabilize tuition and fees while providing institutional aid to students through mechanisms such as emergency or targeted aid.
2. Reduce time to graduation by structuring the student experience and offering acceleration mechanisms.
3. Implement textbook and instructional materials affordability.
4. Advocate for additional state investment in college funding.
5. Address disparities in affordability, especially for low-income students and minority students.

Metrics

- Increase the percentage of students utilizing financial aid.
- Increase the percentage of Pell grant recipients.
- Reduce student loan burden.
- Reduce cohort default rates.
- Increase the percentage of AA students who graduate with less than 72 hours.
- Reduce average time and credit to degree.

ACHIEVEMENT

Goal - Promote student achievement so all students have the opportunity to succeed. Continuously improve and innovate to support institutional achievement.

Strategies

1. Implement the Guided Pathways model to clarify effective paths from entry to credentials.
2. Employ rigorous teaching and learning techniques to promote student learning through faculty professional development.
3. Ensure academic and student support options are available and utilized.
4. Implement performance-based incentive program.
5. Adopt strategies to overcome the underrepresentation of minority students in completions.

Metrics

- Improve course success rates across all modalities.
- Improve developmental education course success rates by strategy.
- Increase the percentage of colleges submitting awards and rankings.
- Increase the percentage of high school graduates enrolling in the FCS.
- Maintain national system rankings.
- Improve retention rates.
- Increase the number of degrees and certificates awarded.
- Increase graduation rates (150% time).

ARTICULATION & WORKFORCE

Goal - Prepare students for their next step upon graduation, either through articulation into an upper-division program or direct entry into the workforce with a high-paying job.

Strategies

1. Enhance a seamless process for transfer by developing and monitoring of statewide and targeted articulation agreements.
2. Align program offerings to meet the changing needs of the labor market, including new program development.
3. Develop and sustain partnerships with educational institutions, businesses and civic organizations.
4. Build equity-minded pathways for minority students seeking transfer or job placement.

Metrics

- Improve transfer rates.
- Maintain a GPA for FCS transfer students that is comparable to native SUS student GPA.
- Increase licensure exam success.
- Increase CAPE industry certifications.
- Increase job placement rates.
- Increase graduate wages.